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ABSTRACT

In 1991, survey questionnaires were completed by College Placement Council college members in a study assessing the status of career planning and placement activities. This document contains tables and open-ended responses to selected questions given by a representative sample of schools of business (N=26). Seventeen data tables provide information from all respondents and from business school respondents to questions on office structure, facilities, staff, finances, and services. A section on trends in career planning and placement lists responses of business school respondents to these questions examining the respondents' perceptions of: (1) the greatest changes in career planning/placement over the past 5 years; (2) the greatest changes in college students over the past 5 years; (3) the greatest change that career planning/placement will have to make over the next several years; (4) the single most important thing their office does or should do to assist college students in making the transition to the world of work; and (5) the single greatest problem facing career planning/placement over the next several years. (NB)

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1991 Career Planning & Placement Survey

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1991 Career Planning & Placement Survey

Business School Responses

Following are responses to selected questions from the *1991 Career Planning & Placement Survey* given by institutions determined to be schools of business (number = 26). The group includes 15 graduate schools of business.

TABLE 1

OFFICE TITLE

	Percent	
	All Resp.	BSch Resp.
Placement	10.4	34.6
Career Planning & Placement	25.6	19.2
Career Counseling & Placement	4.1	0.0
Career Services	19.6	15.4
Career Development	11.9	15.4
Career Development & Placement	3.1	3.8
Career Center/ Career Resource Center	5.1	3.8
Other	20.2	7.7

TABLE 2

NUMBER OF INTERVIEW ROOMS
(BUSINESS SCHOOL RESPONDENTS ONLY)

Number of Rooms	Number of Respondents
2	3
3	5
5	2
6	1
7	1
9	2
10	2
11	1
18	1
26	1
27	1
32	1
40	1

TABLE 3

INTERVIEW ROOMS LOCATED WITHIN CAREER PLANNING & PLACEMENT OFFICE

	Percent	
	All Resp.	BSch Resp.
Yes	79.6	52.2
No	20.4	47.8

TABLE 4

ACCESSIBILITY OF OFFICE

	Percent	
	All Resp.	BSch Resp.
Very accessible	49.7	73.1
Accessible	42.5	26.9
Inaccessible	7.5	0.0

TABLE 5

STAFF BY TITLE
(BUSINESS SCHOOL RESPONDENTS ONLY)

	Number of Individuals in Position					
	1	2	3	4	5	6+
Full-Time						
Associate Director	8	2	1			
Assistant Director	12	3				
Career Counselor	3	1				
Experiential Ed. Coord.	2					
Placement Coord.	10	2				
Career Librarian	5					
Job Developer		2			1	
Graduate Asst.			1		2	
Secretary	4	5	5	1		1

(continued)

(Table 5 continued)

	Number of Individuals in Position					
	1	2	3	4	5	6+
Part-Time						
Associate Director	2					
Assistant Director	3					
Career Counselor	4	3				1
Experiential Ed. Coord.						
Placement Coord.	10	2				
Career Librarian	2					
Job Developer						
Graduate Asst.	6	2	1	3		2
Secretary	5	4		1		

NOTE: Statistics in this table represent number of respondents

TABLE 6

CHARACTERISTICS OF CAREER PLANNING & PLACEMENT DIRECTORS

	Percent	
	All Resp.	BSch Resp.
Age		
Under 25	0.1	0.0
25-34	14.1	20.0
35-49	56.5	40.0
50-65	28.5	40.0
Over 65	0.8	0.0
Gender		
Female	55.9	60.0
Male	44.1	40.0
Race		
Asian/Pacific	1.0	0.0
Black	6.2	0.0
Hispanic	1.4	0.0
Native American	0.9	0.0
White/Caucasian	90.5	100.0
Previous Experience		
Average number of years in career planning & placement	10.8	10.2
Average number of years in current position	6.5	5.0
Have previous experience in college relations & recruitment	46.5	70.8
Average number of years in college relations & recruitment	3.5	5.6

TABLE 7

CHARACTERISTICS OF CAREER PLANNING & PLACEMENT PROFESSIONAL STAFF
(OTHER THAN DIRECTOR)

	Percent	
	All Resp.	BSch Resp.
Age		
Under 25	6.9	3.4
25-34	36.2	40.7
35-49	43.1	42.4
50-65	13.4	13.6
Over 65	0.4	0.0
Gender		
Female	76.1	83.1
Male	23.9	16.9
Race		
Asian/Pacific	1.8	1.7
Black	13.1	3.3
Hispanic	4.6	3.3
Native American	2.1	0.0
White	78.4	91.7

TABLE 8

ANNUAL OPERATING BUDGET INCLUDING SALARIES
(BUSINESS SCHOOL RESPONDENTS ONLY)

	Number of Respondents
$50,001-$60,000	1
$60,001-$75,000	1
$75,001-$100,000	1
$100,001-$150,000	7
$150,001-$200,000	4
$200,001-$300,000	3
$300,001-$400,000	6
$400,001-$500,000	0
$500,001-$750,000	1
$750,001-$1,000,000	1

TABLE 9

ANNUAL OPERATING BUDGET EXCLUDING SALARIES
(BUSINESS SCHOOL RESPONDENTS ONLY)

	Number of Respondents
$4,001-$5,000	1
$5,001-$6,000	0
$6,001-$7,500	0
$7,501-$10,000	1
$10,001-$12,500	0
$12,501-$15,000	2
$15,001-$20,000	2
$20,001-$25,000	1
$25,001-$30,000	0
$30,001-$40,000	5
$40,001-$50,000	3
$50,001-$75,000	3
$75,001-$100,000	4
More than $100,000	3

TABLE 10

SALARY RANGES OF CAREER PLANNING & PLACEMENT DIRECTORS
(BUSINESS SCHOOL RESPONDENTS ONLY)

	Number of Respondents
$35,001-$40,000	3
$40,001-$45,000	6
$45,001-$50,000	8
$50,001-$55,000	3
$55,001-$60,000	0
$60,001-$65,000	1
$65,001-$75,000	1
More than $75,000	1

TABLE 11

SALARY RANGES OF CAREER PLANNING & PLACEMENT ASSOCIATE DIRECTORS
(BUSINESS SCHOOL RESPONDENTS ONLY)

	Number of Respondents
$25,001-$30,000	1
$30,001-$35,000	5
$35,001-$40,000	3
$40,001-$45,000	2
$45,001-$50,000	1
More than $50,000	3

TABLE 12

SALARY RANGES OF CAREER PLANNING & PLACEMENT ASSISTANT DIRECTORS
(BUSINESS SCHOOL RESPONDENTS ONLY)

	Number of Respondents
$17,501-$20,000	1
$20,001-$25,000	3
$25,001-$30,000	5
$30,001-$35,000	8
$35,001-$40,000	3

TABLE 13

SALARY RANGES OF CAREER COUNSELORS
BUSINESS SCHOOL RESPONDENTS ONLY)

	Number of Respondents
$17,501-$20,000	2
$20,001-$25,000	1
$25,001-$30,000	6
$30,001-$35,000	0
$35,001-$40,000	1

TABLE 14

SERVICES OFFERED THROUGH CAREER PLANNING & PLACEMENT OFFICES

	Percent	
	All Resp.	BSch Resp.
Career counseling	94.2	100.0
Placement of graduates into full-time employment	93.4	100.0
Resume booklets	56.3	100.0
Placement of students into summer and part-time employment	83.2	96.2
Campus interviewing	91.6	92.3
Occupational and employer information library	93.7	84.6
Placement of alumni	82.7	76.9
Resume referral	71.6	73.1
Cooperative education, intern, experiential program	62.8	69.2
Computerized candidate data base	48.2	50.0
Vocational testing	52.1	23.1
Career planning or employment readiness course for credit	31.6	15.4
Academic counseling	28.7	11.5
Credential service	71.9	7.7
Dropout prevention and counseling	16.2	3.8

TABLE 15

TARGET POPULATIONS OF SPECIAL PROGRAMS OR SERVICES

	Percent	
	All Resp.	BSch Resp.
Foreign students	23.5	69.2
Minority students	35.5	61.5
Career changers	31.0	38.5
Adult students	34.6	19.2
Part-time students	18.5	15.4
Disabled students	15.8	3.8
Commuter students	13.9	0.0

TABLE 16

NUMBER OF COMPANIES RECRUITING ON CAMPUS 1990-91

	Percent	
	All Resp.	BSch Resp.
Average	121	153
Median	55	137
Mode	50	150
Compared to previous year		
More	24	19
Less	54	69

TABLE 17

STUDENT USE OF CAREER PLANNING & PLACEMENT OFFICE

	Percent	
	All Resp.	BSch Resp.
Percent of graduating class that uses career planning/placement office		
Average	63	77
Median	65	80
Mode	63	95,80
		75,50
Percent graduating class that obtained a job through the career planning/placement office		
Average	37	57
Median	30	59
Mode	30,20	50
Percent of graduating class that gets a job through on-campus interviewing		
Average	19	41
Median	12	40
Mode	10	40,20,10

Trends in Career Planning & Placement

(Business School Respondents)

1. What, in your judgment, have been the greatest changes in career planning/placement over the past five years?

* The added value of teaching career management skills. Increased use of technology in service delivery. Implementation of course work to teach about career choice.
* Changed from administrative function to marketing function.
* Expectations of students. Automated operations. Use of fax machine. Global job search.
* Increased use of computer technology. Increase in consortium/regional job fairs sponsored by colleges and universities, as well as private firms. Greater emphasis on the independent job search and long-term career planning and development/
* Automation.
* Computer and other electronic technology.
* Need for management skill dealing with time and resource, dealing with change, harnessing computer potential.
* Impact of downsizing, mergers/acquisitions. More computerization.
* Increased in "outsiders" doing the professional functions. Increased technology. Corporate competition. Alignment of career planning and placement offices with development.
* Graduate student expectations very high--perhaps beyond reality.
* Movement toward marketing-driven placement offices.
* 1. Less on-campus recruitment. 2. More active career-oriented students. 3. More emphasis on co-op, internships. 4. Switch from manual to computerized operations.
* Nontraditional students--older, more experienced--companies not accepting them. Computerization of processes.
* The number and type of employers recruiting business students.
* Computerization.
* Trend toward electronic data bases for resumes, job listings, etc.
* The increasing importance of the independent job search.

2. What, in your judgment, have been the greatest changes in college students over the past five years?

* Cultural awareness; more women. Computer literacy; more flexibility. More knowledgeable about career options; larger percentage getting advanced degrees; more technical personnel getting advanced degrees.
* More active in seeking placement assistance. More demanding of placement services.
* Expectations. Greater work experience for MBAs. More foreign language skills. More computer skills.
* Increase in nontraditional students. Increase in international students, especially at graduate levels. Greater and earlier interest in career/employment opportunities.
* Better career informed, job oriented.
* More professional, career oriented.
* Job not everything.
* Less intensity about career decision making; skepticism of business, law, medicine, and some other fields; quality of life issues; return to conservatism; return to graduate school interest.
* More nontraditional students who are very career oriented, but have different strengths and weaknesses than traditional students.
* Demand for better sources of jobs. Need for information.
* Haven't observed many differences in that time--probably more differences than 10 years ago.
* 1. More directed. 2. Interested in getting started earlier. 3. More interested in nonprofit sector. 4. Less interested in graduate school.
* Older--more experienced returning.
* Greater cultural diversity. More diverse employment needs. More demand for services from alumni.
* Graduate students are more flexible and better understand business world.
* Return to '60s values. Students are becoming more concerned with quality of life, environment, and social issues.
* More geographically diverse, as well as industrially diverse, i.e., their job outlook, focus.

3. What, in your judgment, will be the greatest change that career planning/placement will have to make over the next several years?

* Reduction and/or new media for on-campus recruiting.
* Be taken more seriously by administration, more central to the academic process in professional schools, integrated into the curriculum.
* Spending increased time in activities aimed at building relationships with employers and training students to better manage their own career development and also, more skill-building workshops.
* Teach the "independent job-search" process.
* Increased employer access to candidate data bases and their early identification and tracking of candidates through their programs of study.
* Consortiums from various colleges.
* National data bases.
* Adjusting to "new world of work."
* Adjustment to economy and tight budgets. Greater demand/pressure for service--fewer resources. Need to service community, alumni. Reduced corporate giving.
* New technology. Forming alliances for consortium efforts.
* Adapting to decreases in formal on-campus recruiting.
* 1. Satisfy students who are more consumer oriented. 2. Satisfy administrators whose eye is on the bottom line. 3. Streamline operations by using good computer support.
* Dealing with nontraditional students and management of information systems.
* Deliver higher quality service with fewer resources.
* Closer relationship with a larger percentage of the students.
* Accepting new technology, i.e., *kiNexus*, *Joblink*, etc.
* Pressure to become a profit center. Decreased job opportunities, i.e., a possibly recessed market.

4. What do you consider the single most important thing your office does or should do to assist college students in making the transition to the world of work?

* Teach career management skills applicable over a lifetime.
* Help articulate and facilitate a match between our clients and changing contemporary corporate needs.
* Current: mentor program, skills workshop, consortium, alumni network. Future: more financial, human, and facilities resources to do more.
* Prepare the students with a great deal of relevant information.
* Providing students with many primary and secondary sources of information on career options/career paths and how to best prepare themselves during the college years.
* Career planning courses. On-campus job interviews.
* Career awareness and availability.
* Preparation--on job search, careers, reality.
* Teaching them *lifelong* career decision-making, planning, and job-search skills.
* Career counseling--building job-hunting skills and confidence.
* Our career education program--teaching students about career planning, not only for their first job out of school but also for future career changes.
* Teach them how to focus their interests.
* Get across the message that we are a resource--not an employment agency.
* Job-search strategies program--comprehensive course including self-awareness, career planning, resume writing, interviewing, and salary negotiating skills.
* Make students aware of their own strengths and abilities and how those abilities apply to prospective employers; how to sell themselves to employers.
* Teach students the career planning process, including the teaching of interviewing skills, resume preparation, and how to take charge of your own job search.
* Provide them the skills to conduct job searches when they no longer have the support mechanisms of the office available.

5. What do you see as the single greatest problem facing career planning/placement over the next several years?

* Globalization of one's career and that relationship to the job search. Career redirection and the family. Need to "require" career planning skills for all students.
* Lack of career (lost rungs in the corporate ladder due to LBOs, replaced by "jobs"). Shifting from Fortune 1000 to smaller organizations, thus requiring a.) new marketing strategy to corporations; b.) re-education of faculty and students.
* Shrinking marketplace for traditional post-M.B.A. jobs.
* Unstable economy.
* Successfully meeting the more diversified needs of the clients we serve with likely dwindling financial and staffing resources at our disposal.
* Personally talking to each student. National data bases--impersonal.
* Budgets/financing programs.
* Serving greater numbers and more diverse students with fewer resources.
* Economy--new "world of work."
* Economic conditions.
* Computerized data bases which will allow employers to screen candidates at will, which may or may not negatively affect on-campus visits. If on-campus visits decline, prestige of placement will suffer accordingly.
* Mismatch between preparation of students and requirements in the workplace.
* Being caught with budget crunches as college staffs are downsized or decreased.
* Economic recession and changing demand for graduate and undergraduate business major.
* Budget. The need to reach more students with less funding.
* Breaking away from traditional parochial attitudes and working together to create new and innovative means to provide efficient services to students and employers at a reasonable cost.
* Helping alumni cope with changing career paths, demand curves, and reality of the employment scene.
* Pressure to become a "profit center." A possibly recessive market.